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Strategic Planning Event Activity Joint Task Force Interactive Exercise

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Strategic Planning Event Activity
Joint Task Force Interactive Exercise
April 20, 2009

1) What's the value of these activities to:

Students:

Paper1: Developing sense of community and being active. Provides venue for students to socialize and meet each other. Good networking. Helps with career exploration, critical thinking.

Paper2: Explore opportunities. Thing to practice networking. Exposure to larger community, especially minority community

Paper3: HPV awareness

Paper4: Intrinsic rewards. Team-building working with diverse populations. Leadership developments. Career ideas. Non-classroom learning.

Paper5: Increase learning. Community awareness. Expand horizons. Real-world contact.

Paper6: Prepares for jobs, know the difference between business and academics, bridge the transition to full-time work, Allow students to give back to the community, forces kids to experience different cultures.

Paper7: Certificate programs. Life-long community engagement.

Paper9: Exposure to real world. Understand expectations of citizen. See different areas of the city. Increase emotional intelligence. Broaden perspective.

Paper10: Gets them out into the community and increases awareness of community problems. Can change perspective.

Paper11: Develop philanthropic philosophy. Introduced to breadth of organizations and institutions. See the variety of work options. Professional contacts/exposure. Professional and personal development service teaches the ethic of service.

Paper12: Resume – practical experience. Networking. Training. Real-world experience.

Paper13: Relevant to the curriculum/best way it can learn. Get more in service learning than lectures. Develop a degree of comfort with process.

Paper14: Need more information on list. Would like to see categories by activity AND by student/staff/faculty. Use digital measures to present data.

Paper15: Experiences – educational. Contacts/potential employers. Familiarity with community groups, potential for involvement post-graduation.

Paper16: In professional programs, practicum are critical learning – applied training. Deal with real data.

Paper17: Gives them options and opportunities. Helps the students network in their career areas. Helps sensitize them to issues of social justice/inequality. Helps sustain them in college – shows them the big picture. Students begin to understand the value of work. Good reality check. Set on the environment – not passive. Addresses different learning styles.

Community:

Paper1: Expose them to UNO students

Paper2: Advancing work at government office

Paper3: We assume they are of value but don't know

Paper4: Enthusiasm of students, person power, expertise, awareness of what's available from UNO, seeing college as an option

Paper5: Provide value. Camaraderie – what each other do. Open new ideas.

Paper6: Fulfill their missions with larger help, resources, identify potential employees, keep their companies in front of other people. Builds active/engaged citizens.

Paper10: Hopefully helps fill or meet an existing need. Provides assistance in staffing.

Paper11: Recognizes UNO is about CE and a different culture. Student value grown, town. Sense of ownership of community.

Paper12: Fill a gap. Add resources – research interns

Paper13: They need us (labor and discipline). Personal connection from UNO -> community.

Paper14: Include staff

Paper15: Having more resources to draw upon. Expertise of university affiliates. Time given by students and faculty. Long-term impact of projects in the community (e.g. Child learns bike safety – translates to less accidents, less money in emergency rooms.)

Paper16: New ideas and energy, opportunity to share their needs, messages attract candidates for jobs, allows them to have voice in education. Partnerships for other endeavors. Updates in current research/stories get told. Lessens anxiety for students, engaged in community.

Paper17: Brings expertise as well as additional workforce to design and implement projects. Tells people there are people who care. Community and education system are not separate anymore. Helps parents in helping their kids make college decisions. Gives partners a chance to recruit future employees. Provide faculty feedback as to the strengths/weaknesses of future workforce.

University:

Paper1: Provides value back to the institution

Paper2: Theory to practice, practice to theory. Experiential learning activities. Both sides of brain... usually

Paper4: Awareness, recruitment opportunities, building more well-rounded students, good PR for UNO, engaging alumni, political benefits branding.

Paper5: Provide experience. Inspiration. Credibility.

Paper7: Course application – valuable for class. Dual-benefit. Passing on the service action to others.

Paper8: We do --- but don't recognize it as seminar. What do students learn from the experience (meaning outcomes) – is it consistent with what we wish to achieve as a university...

Paper10: Helps students understand “real-world” experiences and therefore provides opportunity for application of skills. Provides more authentic learning. Promotes more hiring of students with experience. Networking opportunities for everybody.

Paper11: Promoted for service/engagement activities. Comfort of students citizens coming to UNO. PR. Keep students in community.

Paper12: Mutually beneficial. Completing its mission. Provide resources.

Paper13: UNO develops support in the community when they learn what we do. Address parking partnering with businesses and churches off campus.

Paper15: Experiences for our students. Goodwill of community. Creation and sharing of knowledge.

Paper16: Good public relations – media coverage. Recruitment tool. Connects theory with practice for teaching. Leveraging funding sources. Develops support for programs – community.

Paper17: Erases notion we are an ivory tower generates support from citizens. Make connections for funding. Creates engaged citizens. Makes us better citizen scholars. Benefit budget-wise from the state if residents see the university providing value-added services. Evidence of our impact. Helps make grass-roots connections for research. Establishes trust. Reality check. Helps university define its niche in Omaha, then build on it.

2) How do we add more value with our Community Engagement Activities? For:

Students:

Paper1: Incorporate it into the classroom. Share experience. Build into residence life/housing

Paper2: Great dynamic going on. Build interdisciplinary nature of projects

Paper3: On website

Paper4: Community engagement certificates – Interdisciplinary credit earning program that could include internships

Paper5: Real life experience.

Paper7: More vocal. More involvement (make requirements for graduation)

Paper8: Do students gain an intended outcome from CE activities? Ensure that activities are consistent with UNO goals and objectives.

Paper10: Organization from day 1 that indicates timelines, etc. Recognize that in a metro university, many students are working 2, 3 jobs. How to deal with time issue for students?

Paper11: Make it tied to degrees/goal (even acknowledgement). Annual recognition event. Resume building.

Paper12: More opportunities.

Paper13: Use retired faculty for outreach. **Listen** to what community wants.

Paper15: Practicum courses – tied in CE activities.

Paper16: Coordinating of projects/information. Need to know what's available.

Paper17: Do a better job coordinating efforts. Be clear about learning outcomes.

Community:

Paper1: Potential employees. Greater awareness. Fulfilling the community. Increase value of education

Paper2: Careful listening. Help! In this line of downturn in economy

Paper3: List of boards that UNO staff and faculty are on. Do assessment

Paper4: Being part of a certificate program – being part of our educational mission; community involvement in what we do.

Paper10: Collaboration. Long-term projects which might serve community needs.
Paper11: Annual recognition event/awards
Paper12: Applied research not just service. Identify the opportunities and challenges. Assessment of needs.
Paper15: More publicity to the community. Helping them navigate through the university system in order.

University:

Paper1: Honor with faculty PT process
Paper2: Longer term – sustained projects. Build more permanent change. Consistency – classes mailed on schedule, and maintained
Paper3: Make list database with mission descriptions and description of activity, contact person, results. Not current list
Paper4: Education as both academic and volunteerism. PR.
Paper5: Provide support system for faculty to do CE.
Paper7: More feedback. More faculty training! (so at least everyone learns how to not be – is aware of what a “big brother” community engagement is.)
Paper8: Do these activities achieve intended outcomes. Contacts on the list, what other info is needed. What is the intended/expected outcomes of the activity. (two-way proportion – expected outcomes for all parties)
Paper10: Helping define CE could actually be included in RPT portfolios as scholarship as well as in teaching.
Paper11: PR. National awards. More activities for the colleges less active (more priorities for some colleges)
Paper12: Centralize results/outcomes. Do a better job of calculating the value. Better measures. Specific outcomes. More targeted to increase effectiveness – assessment of needs.
Paper13: Establish STABLE partnerships.
Paper15: Advocacy – changing of society for the better. Allocate funding from traditional sources (ie. Transportation / busing into CE projects – the bike projection)
Paper16: Balance workload. Barriers to tenure – takes away time from required tasks.
Paper17: More organization/community around opportunities.

3) What community engagement activities are missing from our current lists (things we could be doing)?

Paper1: We added to the list
Paper2: Better linkage to regional and state issues. Immigration issues – more focused efforts in and outside of Omaha. Focusing on how to prepare the future, in terms of climate change – conjunction with k-12 system. Push UNO into forefront as leaders or issues – should the source for media to come to small business development.
Paper3: Native American organization
Paper4: All of Arts and Sciences. School of Communications. Student Leadership Organizations (much more going on). Most community engagements are not listed. So we need a better method of gathering the information.
Paper5: Life-long learning. Powerful way to approach the community.

Paper6: Do more with the Chamber of Commerce. Utilize the Alumni Association to engage with families and community members (young alum group is a good connection). Connect more with alumni who are professionals in Omaha.

Paper7: Greek Organizations, Autism speaks

Paper8: Transcript internships for non-credit activities... student volunteer office should be created.

Paper10: Technology / math / business components appear to be missing or not participating. Recognizing a resources issue on both sides exists and how do we deal with that.

Paper11: Autism speaks

Paper12: Business partnership activities. Not just educational partnerships.

Paper13: CHAMPS/social work. Library activities. Need to increase African-American community, Hispanic, youth, and more. Need to get kids through high school.

Paper15: Library. Social work. Corbin projects – add to list.

Paper16: All social work, library activities.

Extra: 4) Indications – how to measure

Paper9: Perspective of partner. Sustainability. Increased recognition. % of 501K3 involved with. Qualitative is as important. Setting goals or initiatives. Key indicators at other institutions. Define engagement/

Paper11: How to “monetize” the level of activity in service and hours?